



International Center
for Leadership in Education

Using the Learning Criteria to Support 21st Century Learners



Richard Jones
Student of Learning

Learning About Yourself

Learning About Yourself

- **Question 1** If you died and could come back as any animal you wanted, what would that animal be? When you have decided what animal you would like to be, write down 3 adjectives describing that animal.
- **Question 2** What is your favorite color? Now write 3 adjectives describing that color.
- **Question 3** What is your favorite river? (You don't have to have ever been there) Now write 3 adjectives that describe that river.

Learning About Yourself

Question 1

- These adjectives describe how you feel about **yourself**.

Question 2

- These adjectives describe how you feel about **others**.

Question 3

- These adjectives describe how you feel about **sex**.

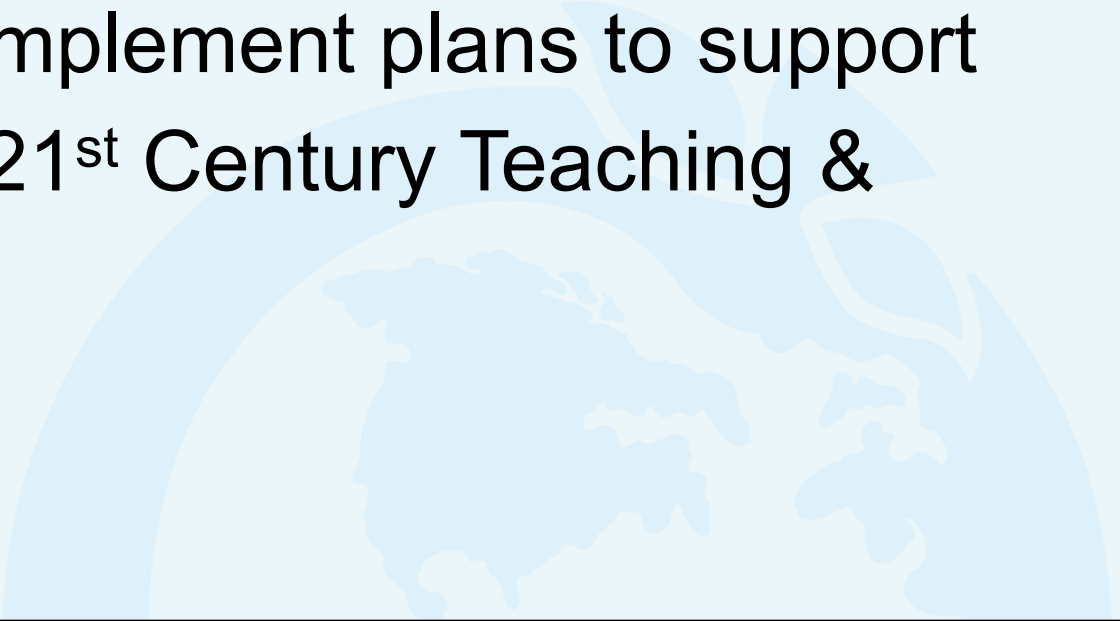
**Does your school measure
student achievement based on
what you believe is most
important for students to learn?**

What are some mismatches?



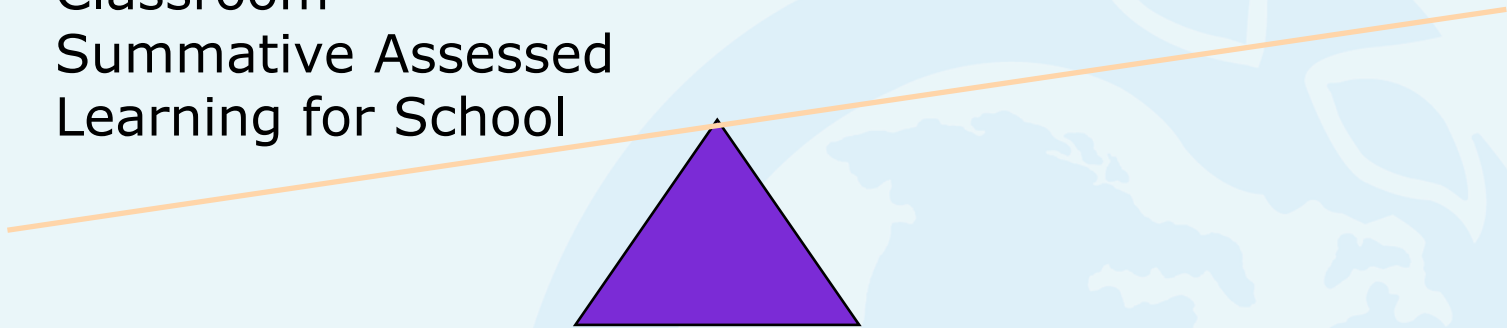
**Does your school measure
student achievement based on
what you believe is most
important for students to learn?**

Develop and implement plans to support
and enhance 21st Century Teaching &
Learning



20th Century Learning

Teacher-directed
Direct Instruction
Knowledge
Content
Basic Skills
Theory
Curriculum
Individual
Classroom
Summative Assessed
Learning for School

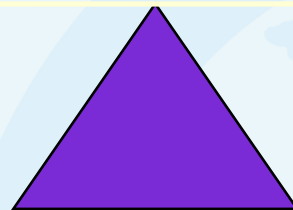


21st Century Learning

Teacher-directed
Direct Instruction
Knowledge
Content
Basic Skills
Theory
Curriculum
Individual
Classroom
Summative Assessments
Learning for School

Learner-centered
Collaborative Construction
Skills
Process
Higher-order Thinking
Practice
Life Skills
Group
Community
Formative Evaluations
Learning for Life

A Better



Balance

21st Century Skills

Learning & Innovation Skills

- Creativity & Innovation
- Critical Thinking & Problem-solving
- Communication & Collaboration

Information, Media & Technology Skills

- Information Literacy
- Media Literacy
- ICT Literacy

Life & Career Skills

- Flexibility & Adaptability
- Initiative & Self-direction
- Social & Cross-cultural Skills
- Productivity & Accountability
- Leadership & Responsibility



PARTNERSHIP FOR
21ST CENTURY SKILLS

www.21stcenturyskills.org

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Evaluation 6

Synthesis 5

Analysis 4

Application 3

Comprehension 2

Knowledge/
Awareness 1

C

Assimilation

D

Adaptation

A

Acquisition

B

Application

**APPLICATION
MODEL**

1

Knowledge
in one
discipline

2

Apply in
discipline

3

Apply
across
disciplines

4

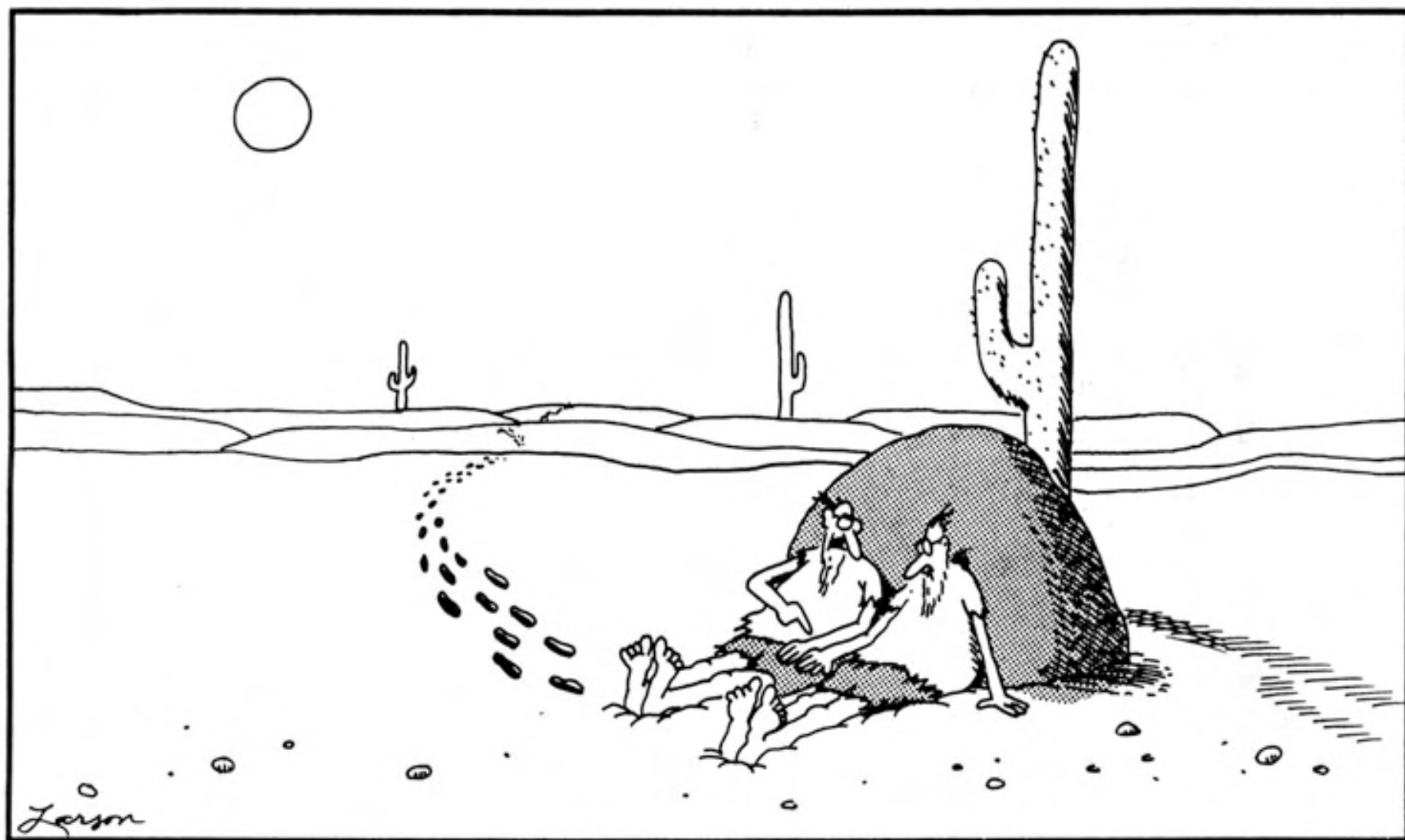
Apply to
real-world
predictable
situations

5

Apply to
real-world
unpredictable
situations

**How do you want
learning evaluated?**





"Are you serious? Look at our arms! If anything, I'm *twice* as tan as you are."

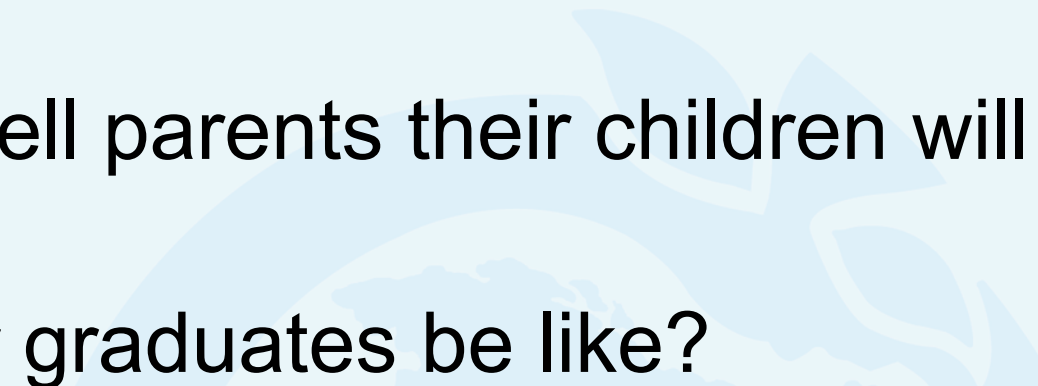
Evaluation Systems

**Many of our systems are incomplete
because we...**

- over- measure some things
and**
- don't measure others enough.**

What is it that you will stand for as
“Learning in Your School?”

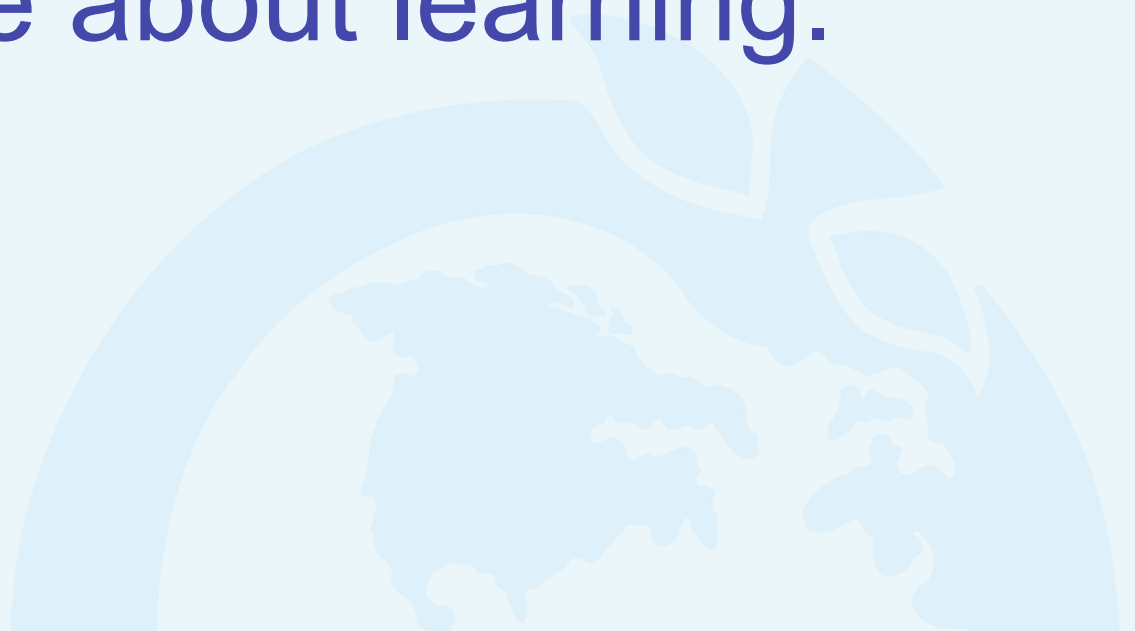
What makes your school different
from others?

- How do you communicate learning to the public?
 - What do you tell parents their children will achieve?
 - What will your graduates be like?
- 

The Learning Criteria to Support 21st Century Learners ©

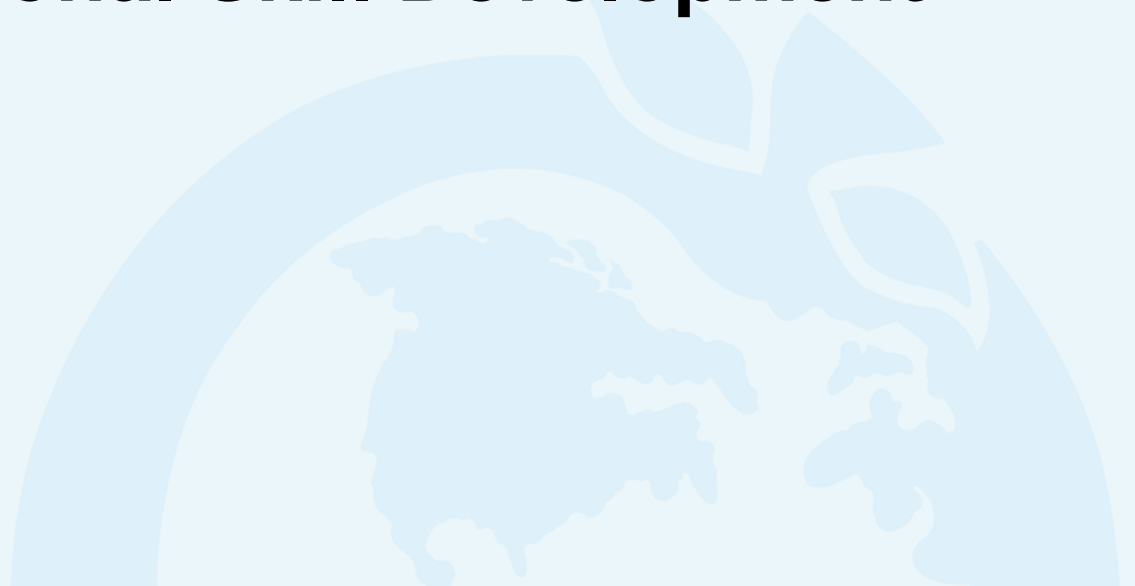


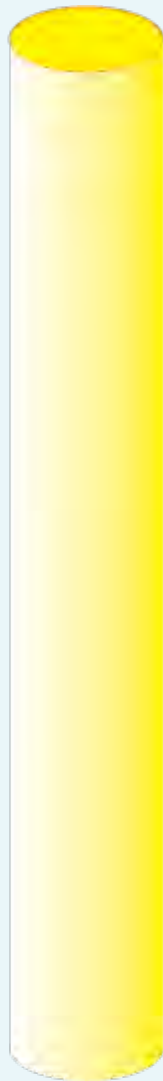
The **Learning Criteria** helps
you put into action what you
believe about learning.



Success Beyond the Test

- **Core Academics**
- **Stretch Learning**
- **Learner Engagement**
- **Personal Skill Development**





Core



Stretch



Learner
Engagement



Personal Skill
Development

Dimensions of the Learning Criteria

- Core
- Stretch
- Learner Engagement
- Personal Skill Development



Learning Criteria to Support 21st Century Learners

- **Every school has its own DNA.**
- **School success is measurable beyond the tests.**
- **Data must drive school improvement initiatives.**
- **School growth and continuous improvement must be an ongoing, collaborative process.**

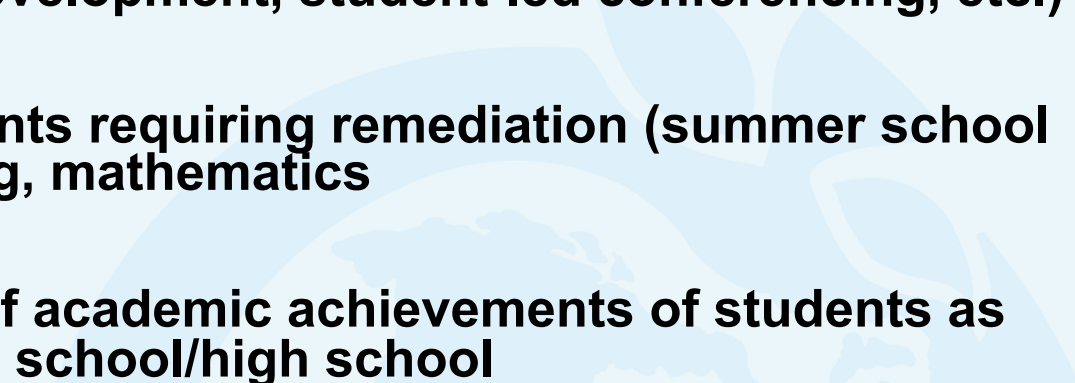


Dimensions

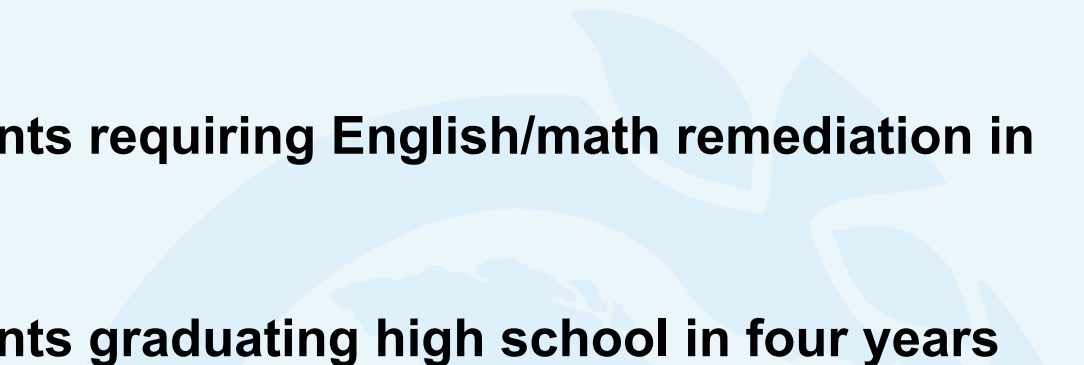
- **Core Academic Learning** (Achievement in the core subjects of English language arts, math and science and others identified by the school)



K8 Core Academic Learning Sample Data Indicators

- **Percentage of students meeting proficiency level of state testing requirements (required)**
 - **Achievement levels on standardized tests/assessments other than state exams [e.g., Lexile, Developmental Reading Assessments, STAR, Scholastic Reading Inventory, etc.]**
 - **Percentage of performance-based assessments aligned with state and district standards used in reading, math, writing, and science (portfolio development, student-led conferencing, etc.)**
 - **Percentage of students requiring remediation (summer school or tutorial) in reading, mathematics**
 - **Follow-up surveys of academic achievements of students as they move to middle school/high school**
- 

9-12 Core Academic Learning Sample Data Indicators

- **Percentage of students meeting proficiency level on state tests (required)**
 - **Average scores on ACT/SAT/PSAT**
 - **Achievement levels on standardized tests other than state assessments**
 - **Percentage of students requiring English/math remediation in college**
 - **Percentage of students graduating high school in four years**
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Core Learning

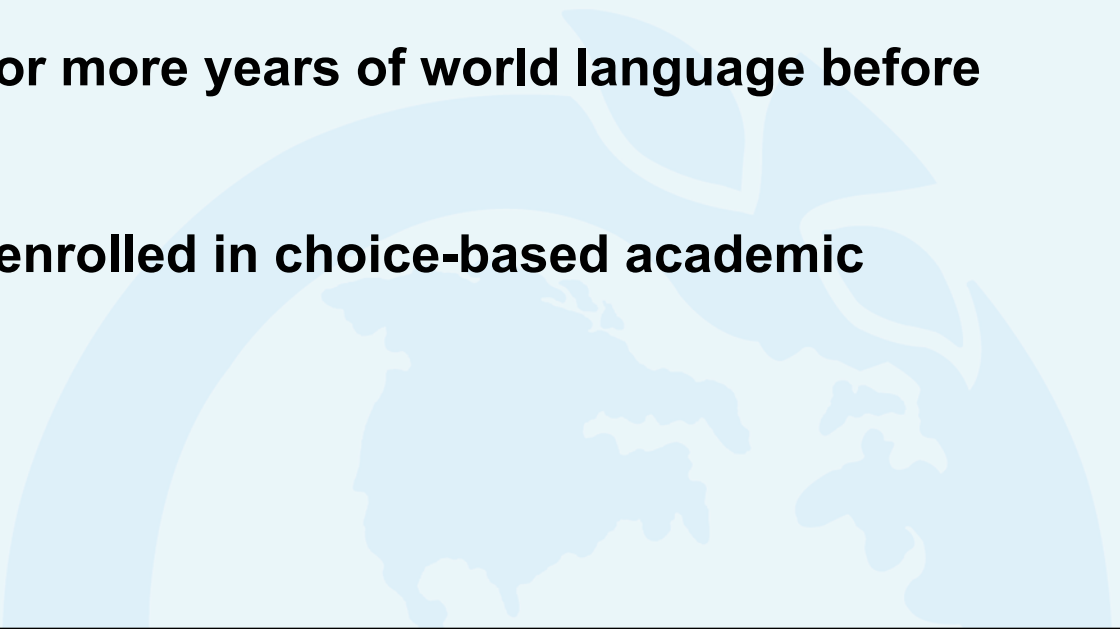
Student Outcomes	School Performance	Sustained	Disaggregated	Benchmarked (Target)

Dimensions

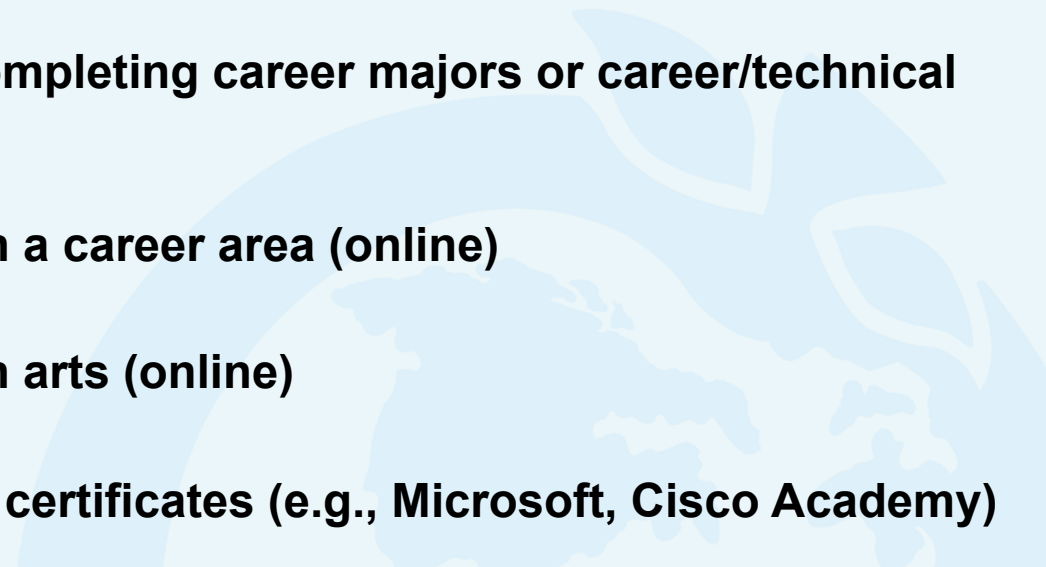
- **Core Academic Learning** (Achievement in the core subjects of English language arts, math and science and others identified by the school)
- **Stretch Learning** (Demonstration of rigorous and relevant learning beyond the minimum requirements)



K- 8 Stretch Learning Sample Data Indicators

- **More than one year's growth in literacy per grade**
 - **Interdisciplinary work and projects (problem based learning)**
 - **Students reading at least 60% non-fiction each day and using research-based comprehension**
 - **Students participate in daily enrichment courses (music, art, physical education, foreign language, etc.)**
 - **Completion of three or more years of world language before grade 6**
 - **Number of students enrolled in choice-based academic**
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9-12 Stretch Learning Sample Data Indicators

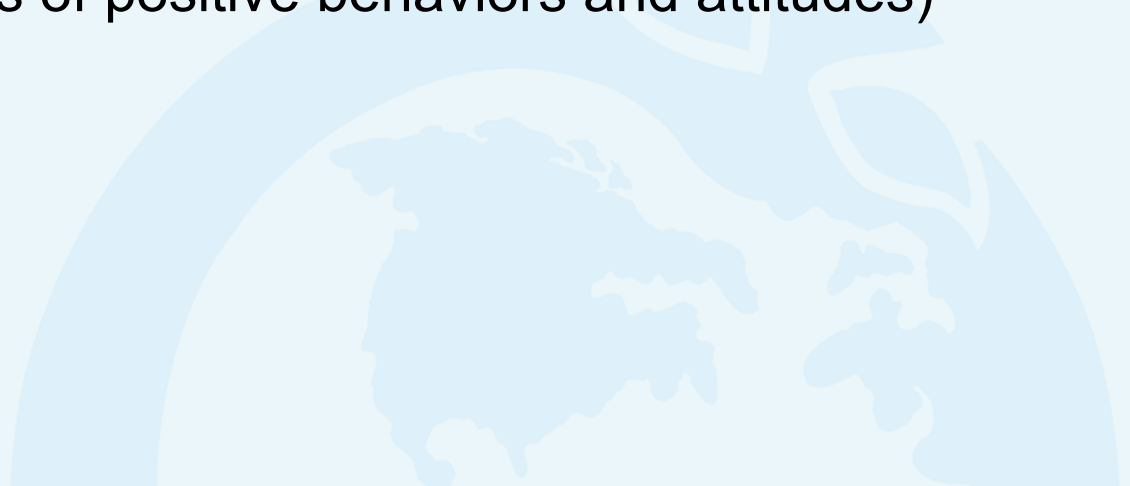
- **Interdisciplinary work and projects (e.g., senior exhibition)**
 - **Participation/test scores in International Baccalaureate courses**
 - **Average number of college credits earned by graduation (dual enrollment)**
 - **Enrollment in AP courses/scores on AP exams/percentage achieving >2 (online)**
 - **Percent of students completing career majors or career/technical education programs**
 - **Four or more credits in a career area (online)**
 - **Four or more credits in arts (online)**
 - **Earning of specialized certificates (e.g., Microsoft, Cisco Academy) (online)**
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Stretch Learning

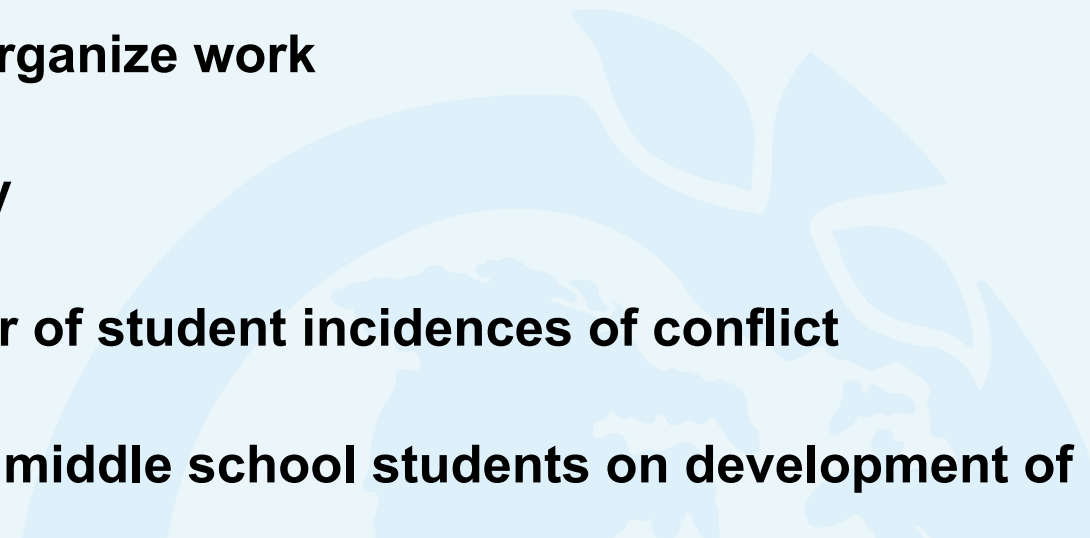
Student Outcomes	School Performance	Sustained	Disaggregated	Benchmarked (Target)

Criteria

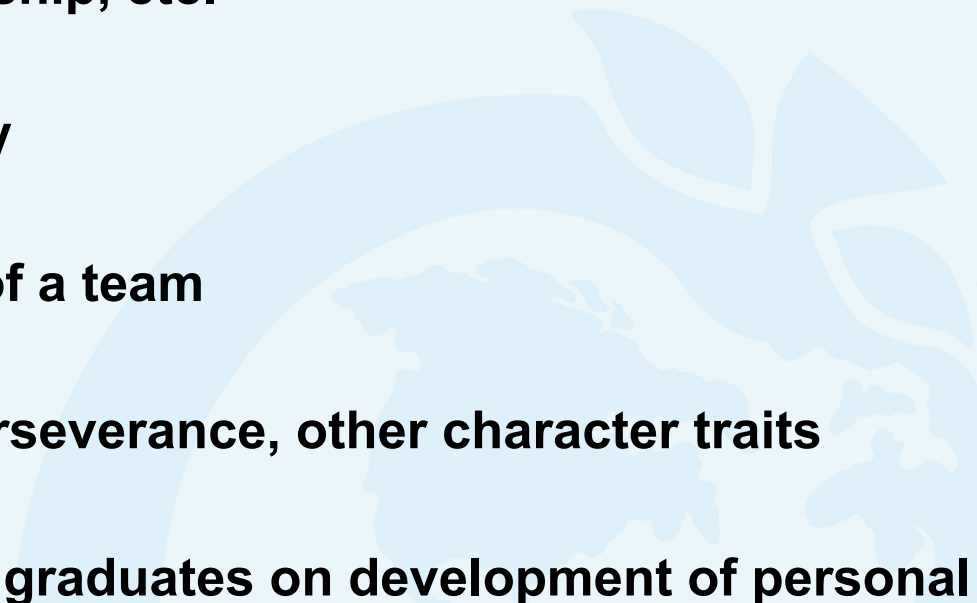
- **Core Academic Learning** (Achievement in the core subjects of English language arts, math and science and others identified by the school)
- **Stretch Learning** (Demonstration of rigorous and relevant learning beyond the minimum requirements)
- **Personal Skill Development** (Measures of personal, social, service, and leadership skills; and demonstrations of positive behaviors and attitudes)



K-8 Personal Skill Development Sample Data Indicators

- **Participation or hours in service learning**
 - **Students holding leadership position in clubs, classrooms, or sports**
 - **Time management**
 - **Ability to plan and organize work**
 - **Respect for diversity**
 - **Reduction in number of student incidences of conflict**
 - **Follow-up survey of middle school students on development of personal skills**
- 

9-12 Personal Skill Development Sample Data Indicators

- **Participation or hours in service learning**
 - **Students holding leadership positions in clubs or sports**
 - **Assessment of personal skills: time management, ability to plan and organize work,**
 - **Leadership/followership, etc.**
 - **Respect for diversity**
 - **Work as a member of a team**
 - **Trustworthiness, perseverance, other character traits**
 - **Follow-up survey of graduates on development of personal**
- 


Personal Skill Development

Student Outcomes	School Performance	Sustained	Disaggregated	Benchmarked (Target)


Criteria

- **Core Academic Learning** (Achievement in the core subjects of English language arts, math and science and others identified by the school)
- **Stretch Learning** (Demonstration of rigorous and relevant learning beyond the minimum requirements)
- **Personal Skill Development** (Measures of personal, social, service, and leadership skills and demonstrations of positive behaviors and attitudes)
- **Learner Engagement** (The extent to which students are motivated and committed to learning; have a sense of belonging and accomplishment; and have relationships with adults, peers, and parents that support learning)

K8 Learner Engagement Sample Data Indicators

- **Student satisfaction surveys**
 - **Student risk behaviors (Asset Survey)**
 - **Attendance rate**
 - **Discipline referrals**
 - **Tardiness**
 - **Student participation in classroom and school leadership (Junior Leadership Team, etc.)**
- 

9-12 Learner Engagement Sample Data Indicators

- **Student satisfaction surveys**
 - **Student risk behaviors (asset survey)**
 - **Attendance rate**
 - **Participation rate in extracurricular activities**
 - **% of students taking ACT/SAT**
 - **Tardiness rate**
 - **% of students going to two and four year colleges**
- 

Learner Engagement

Student Outcomes	School Performance	Sustained	Disaggregated	Benchmarked (Target)

Criteria

- **Core Academic Learning** (Achievement in the core subjects of English language arts, math and science and others identified by the school)
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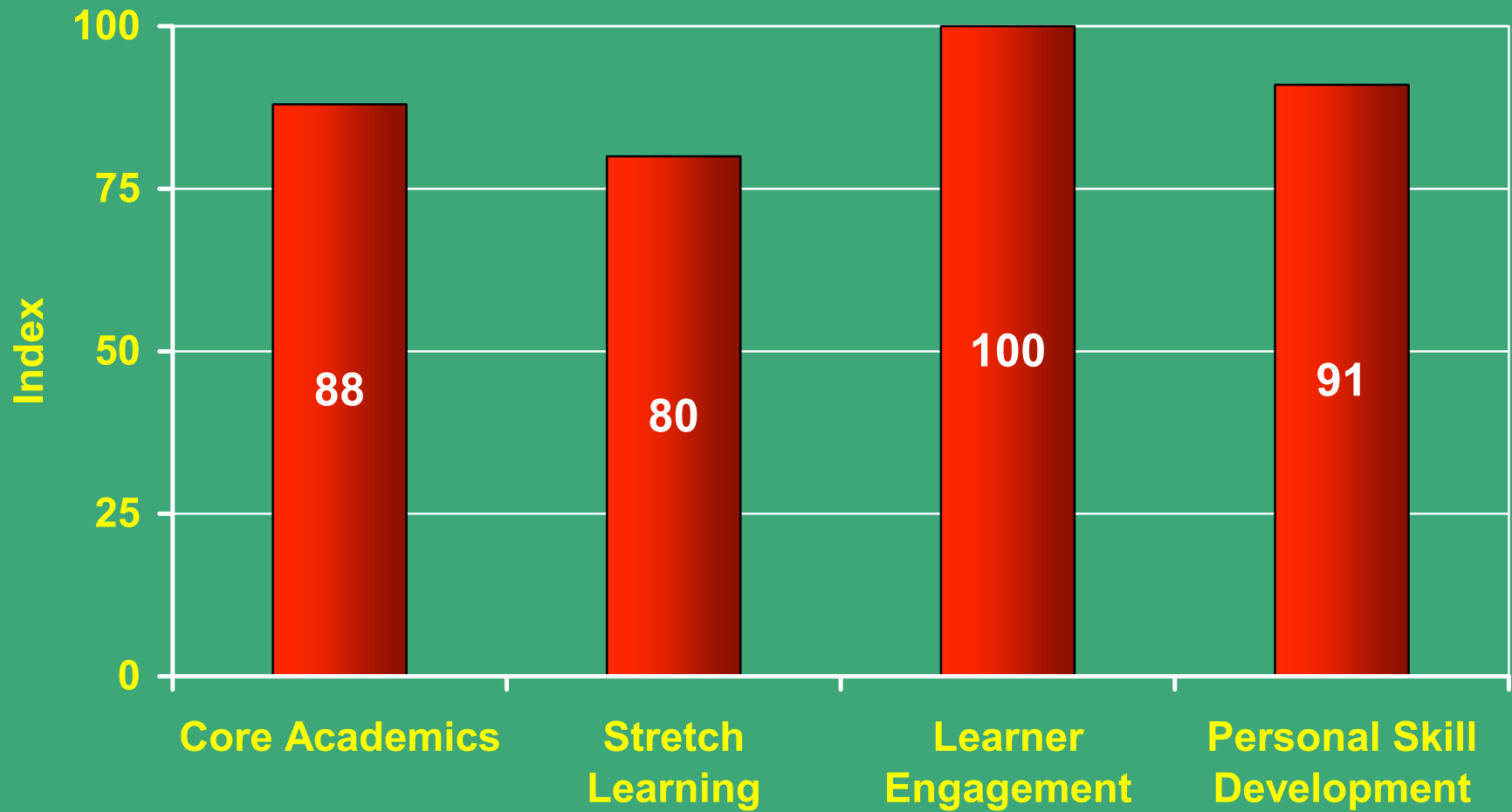
Learning Criteria

Pick one of the four categories, brainstorm possible data indicators and agree on one to share.

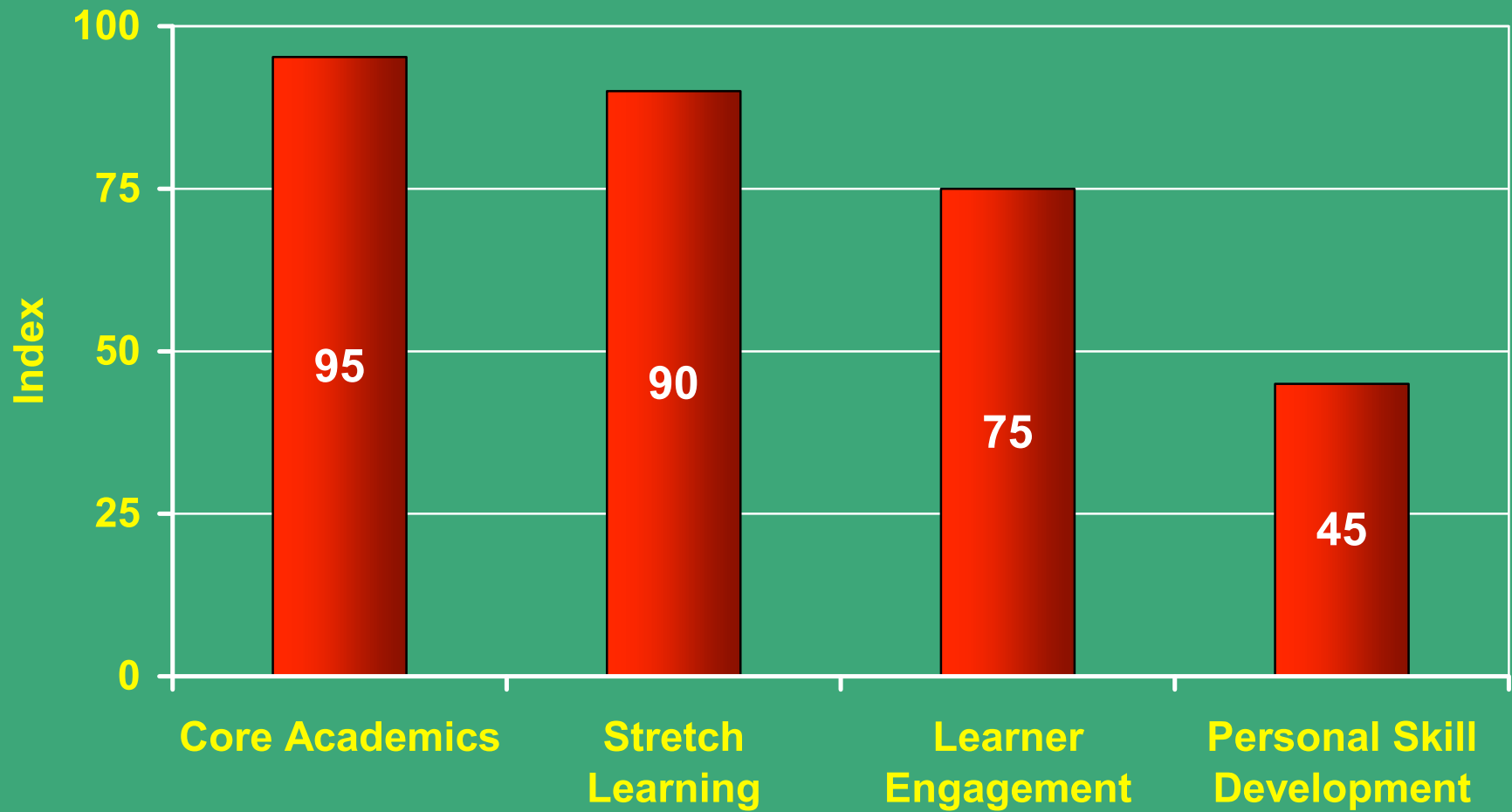


Student Evaluation Using the Learning Criteria

STUDENT 1

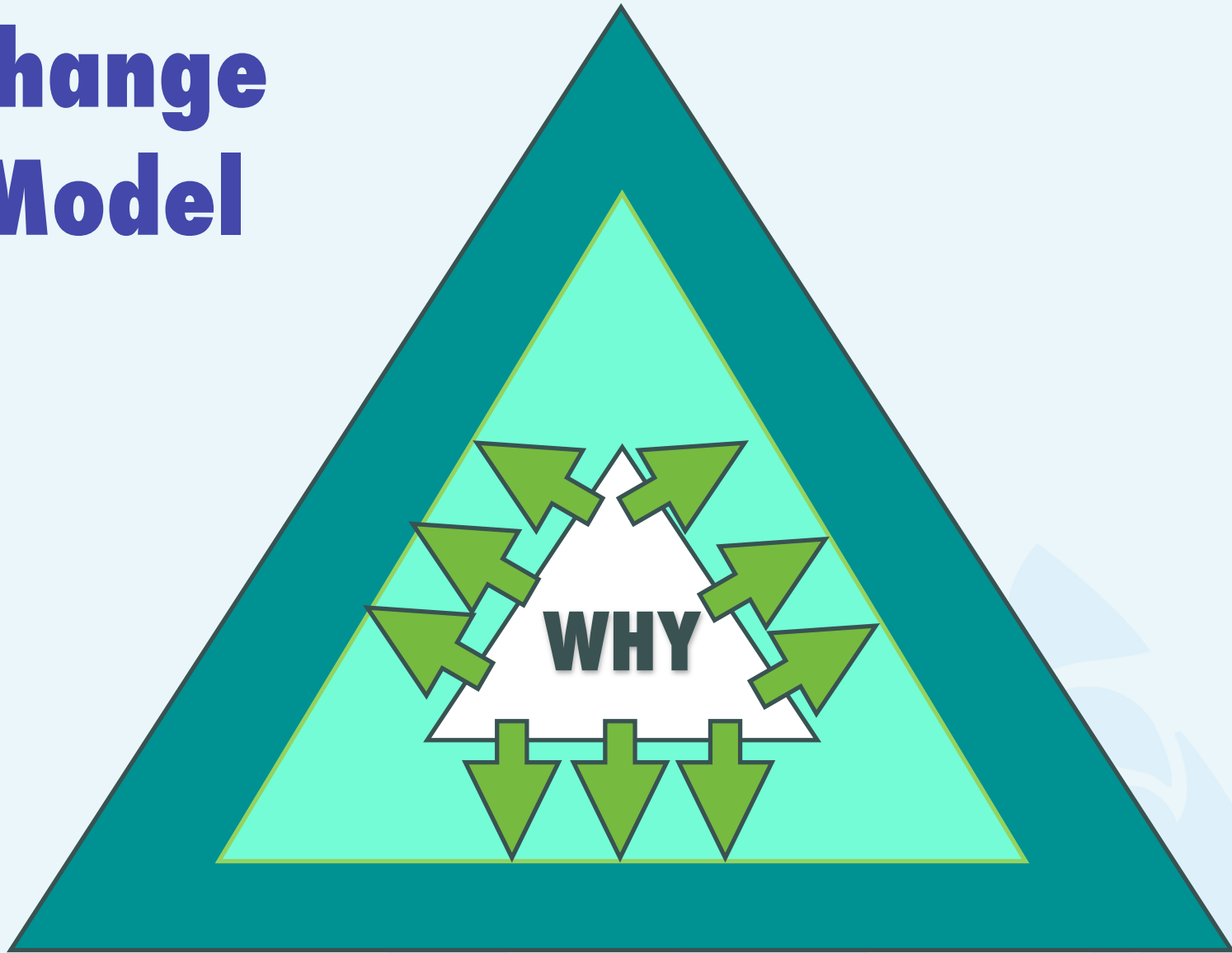


Student Evaluation Using the Learning Criteria STUDENT 2



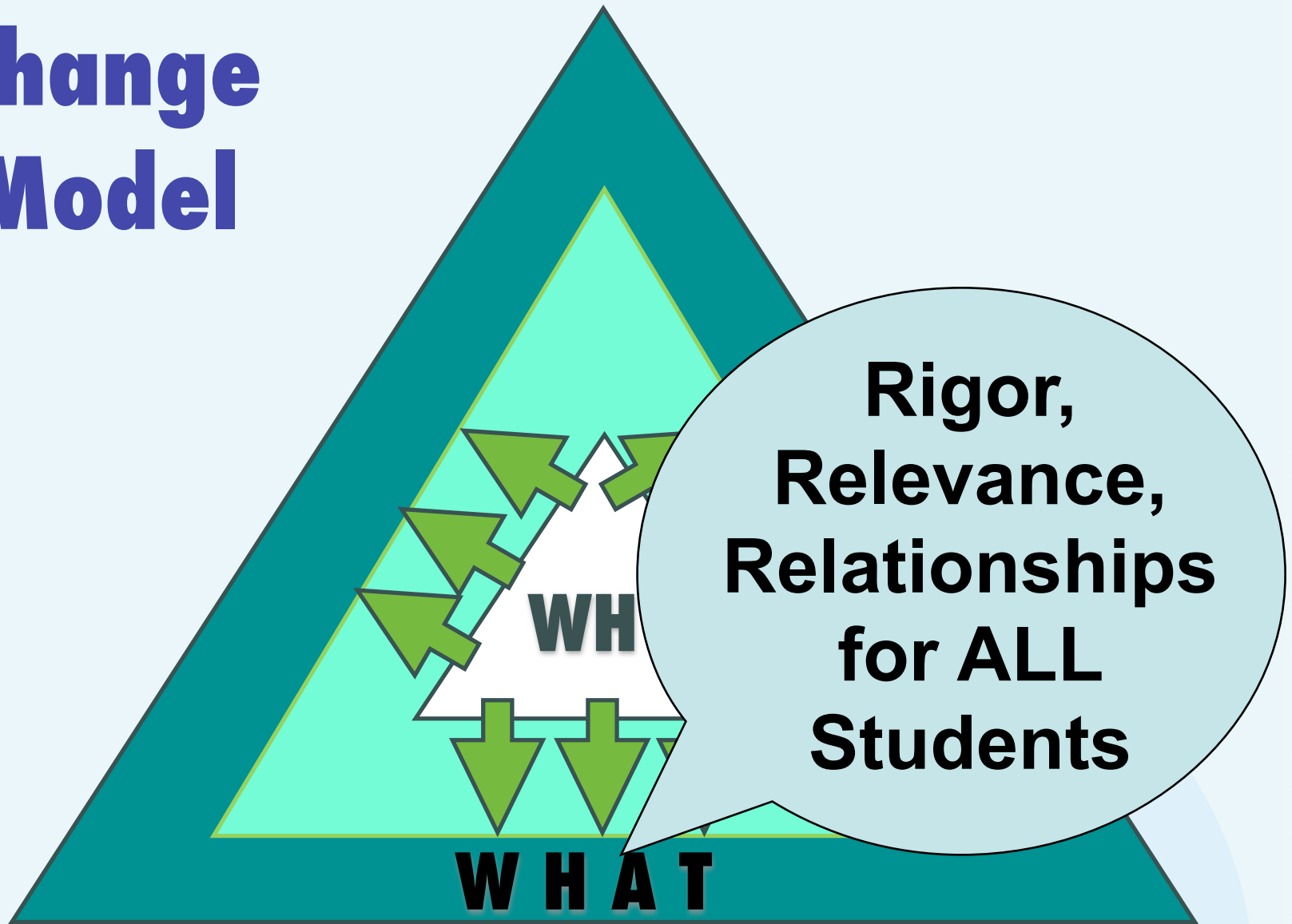
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Change Model

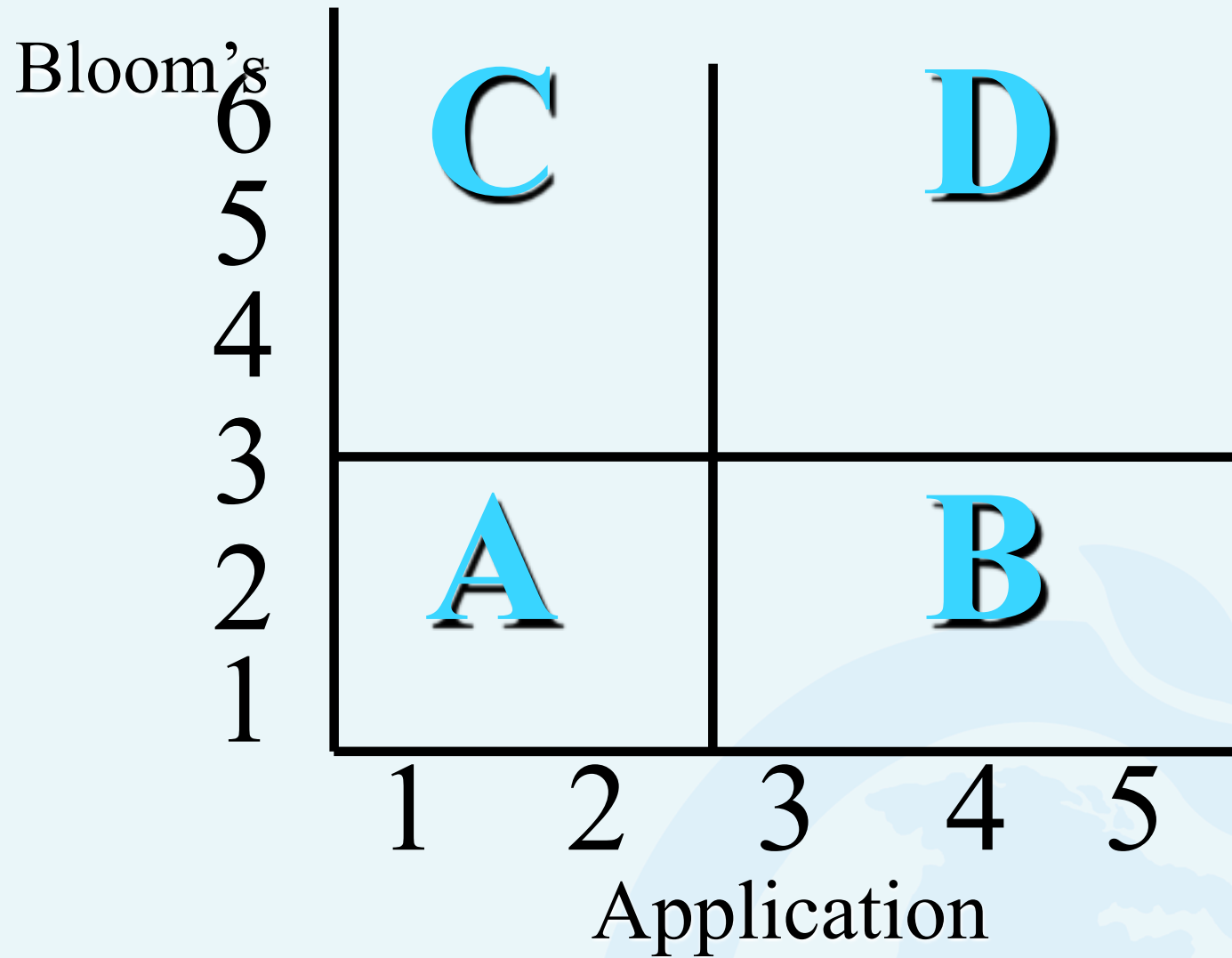


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Change Model

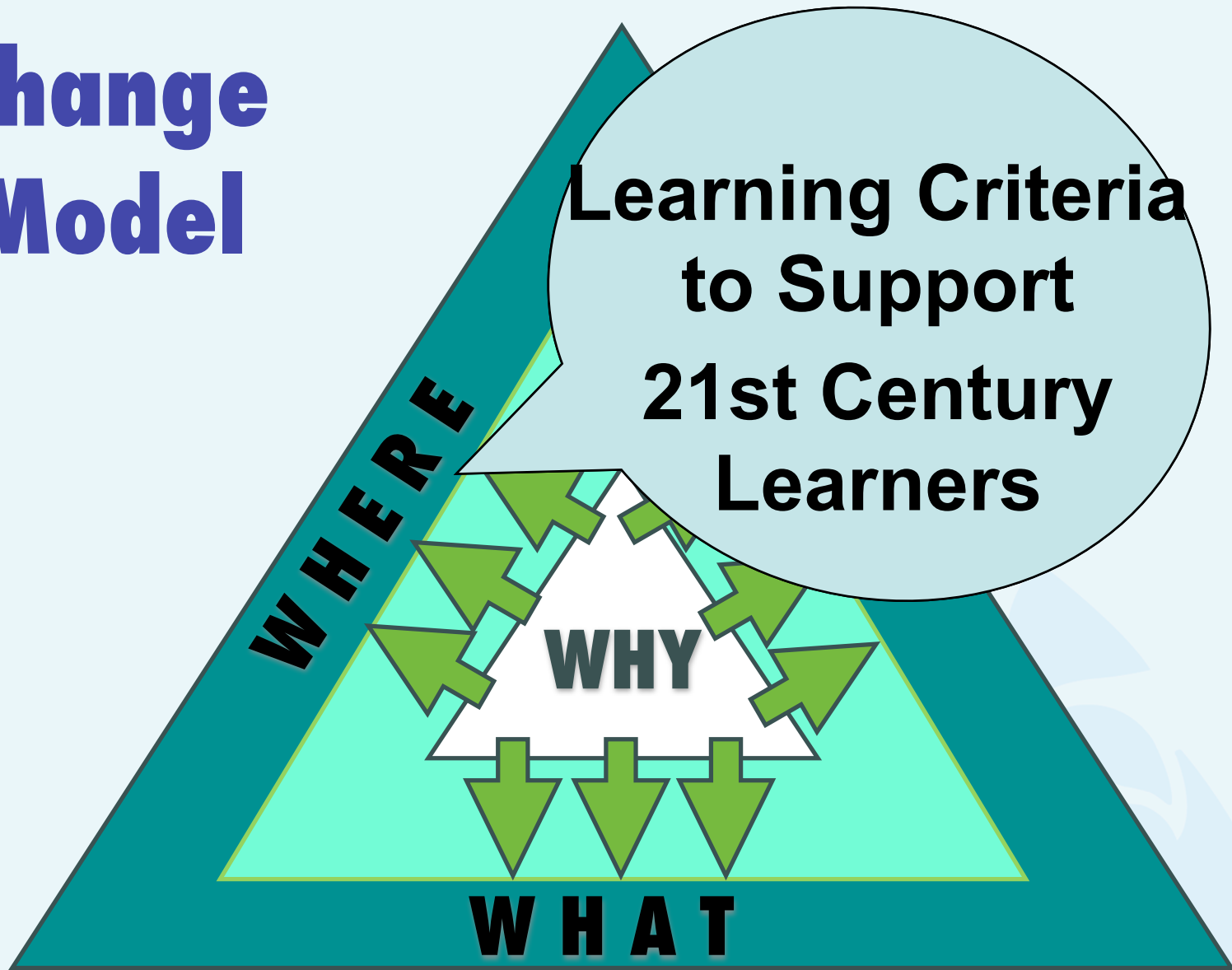


Levels



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Change Model



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**Change
Model**

**Components of
School
Excellence**



Learning Criteria to Support 21st Century Learners

Measure what matters

Achieve what you believe.

